

Class /
'45





Sir
George
Williams
College



Class of '45

A DEDICATION AND A PROMISE TO THOSE WHO

Through our years as undergraduates, have, by their courage and self-sacrifice, enabled us to pursue our studies unharmed and unmolested . . . This Year-Book is dedicated; and our promise in humbleness and thankfulness is this:— That “We, the Graduating Class of 1945, will never forget the debt we owe to those who have served the Cause of Democracy; and will, in all the years to come, strive to promote and advance those ideals which They have sacrificed themselves to uphold, and will do all in our power to see that those who return to our land shall not feel that their labours have been in vain.”

GRADUATING CLASS OF '45

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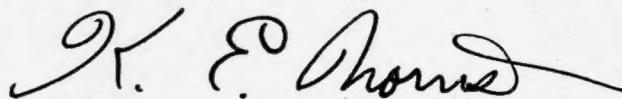
MESSAGE FROM THE PRINCIPAL

—*—

By the time this yearbook leaves the presses, it is quite likely that the war in Europe will have run its course, and that V-E Day, so long awaited, will have been celebrated by the thanksgivings of many nations.

After six full academic years beclouded by the black blight of war, it is almost beyond belief that this should possibly be so. It is not forgotten that the war in Asia will still remain to be won — but victory and peace, once so remote, seem now to lie within the horizon of ultimate realization. As these words are written, representatives of the United Nations are meeting in San Francisco in the faith that peace, so dearly bought, may be made permanent.

That is why my message to the Class of '45 is one of sober optimism. Our fellow Georgians, hundreds of them, have helped to win this peace. Already many of them are returning to our halls as veterans. Some will not return. But because of what they did the road ahead seems brighter for us and for the world. The future has become once more a challenge and a hope, a reality of which young men can permit themselves to dream. Into that future may Georgians go forward, in the full realization of what it has cost and with complete acceptance of the responsibility which it imposes upon them.



—*—

TO THE CLASS OF 1945



You will have reason to remember the year of your graduation. I am writing this on V-E Day. It seems to me that this is a stage in the great world revolution of which the war is a part. We hope that it is the most ugly part. All of you have lived your lives in the atmosphere of this revolution because probably none of you can remember the world as it was before 1914.

This war was preceded by a series of crises such as the Manchurian crisis, the Sudeten crisis, the Ethiopian crisis and the Munich crisis. These crises had such an effect on us that war itself was almost a relief. However, it seems to me reasonable to suppose that, like a mighty earthquake, the war will be followed also by a series of lesser shocks. Unfortunately, we cannot expect to go from war to peace in a day.

This is certainly a most propitious time to be graduating from college. Surely the world never needed leaders with trained intelligence and with good will more than it does now. My sincere wish for you is not that you should be rich or even prosperous. The challenge of our time and of this day seems too big for that to be appropriate. However, I truly hope that you will find a place in the world worthy of your abilities and your devotion to the ideal of making the world a worthier one for generations to come. This is the greatest ideal I know and I offer it to you simply and humbly as my last message to a class of fine-spirited young people who live in a difficult time. As the Psalmist of old said, "I wish you good luck in the name of the Lord."

Your friend,

HENRY F. HALL

Dean.



PRESIDENT'S MESSAGE



Ordinarily, a college student is exposed to four years of an intellectual environment which accepts him as an uninitiated member of a world of wisdom and proposes to send him back among his fellows as a well integrated social being with definite ability in one, or perhaps several, of certain specified fields. Lately, however, the "specialist" concept has been the more accentuated feature in the programmes of our advanced educational institutions.

We are only beginning to note that academic programmes in our day must encompass more than has traditionally been the focus of a college or university training; the specialist is definitely needed, but all of us do not want to be, or need to be, placed in this category. Actually, a great number of students desire only to be trained in generalities in order that they may recognize their rightful place in society thus assuring the students that their contributions, however small, may not be directed towards improper channels.

Day by day our educational facilities are forced to become more and more vicissitudinal. Especially today, when there are clear signs that great changes are taking place in social structure and social outlook, will the demands made upon all our cultural and educational institutions be altered considerably. We can see how the period of individualism and unwarranted prejudice is passing, in the main because these bellicose concepts have threatened, too often, the very existence of humanity. Subsequently, the use of education for social ends today demands a unity of purpose which depends not only upon well integrated individual personalities but also upon well integrated collective techniques directed towards the satisfaction of man's intrinsic necessities.

Most universities, however, have in the past, neglected, and still are neglecting, to emphasize their primary responsibility—that of imparting to their students an outlook which makes for the eclectic type of attitude that is analogous to the complex nature of modern existence. More easily discernable is the need for this attitude when we realize that the true and beneficial effect, upon the individual and upon his society, of the concentration of knowledge by which education is taught accrues in the final instance from the individual's ability to make his own judgments on a basis of merit and in the best interest of all mankind.

We graduates, having had the advantage of partaking in at least the genesis of this type of education, go forth comforted by the thought that we hold the nucleus of this eclectic philosophy, not idealistically minded but cognizant of what must be in a world which is to remain free from needless strife and privation.

As Canadian students we have been exceptionally fortunate in that our country, more than any other, has recognized the role which education must play in creating a better post-war world, allowing us to continue our academic training in the face of a national emergency. We are again fortunate, however, in having attended an institution where the principles of humanism and good-will are stressed above all others. We go out now not as dogmatic specialists but as integrated beings with the proper balance that a university training should always give.

NICKIE FOURIEZOS

President Graduating Class, 1945.

VALEDICTORY - 1945

GORDON GALBRAITH



Mr. Chairman, Ladies and Gentlemen:

Last week I read an address on education by a highly successful American lawyer who had never attended college. He called himself a self made man. He had gleaned his experience from the school of life and had conducted the defence of his first clients at an age when many young men are still undergraduates at the university. His opinion was interesting, as it combined the discernment of the scholar with the objectivity of the layman.

Much of our present education, he felt, was too sheltered; (too concerned with the theoretical aspects of knowledge); too obsessed with routine and tradition. It had failed in many ways to develop a practical, pragmatic confidence in life. "I know I missed much in not going to college," he said, "But I wish I could be sure that my son will not miss much just because he *does* go to college."

I considered this opinion carefully and wondered whether his criticism was justified. I thought of the age in which we live, with its swiftly moving events; its complex economic problems; its total wars, which involve all the nations of the earth; its sweeping intellectual changes which upset overnight the customs and beliefs of centuries. Then my mind turned to the universities with which I was familiar. Were they equipped to meet the challenge of this fluid, changing world? Or were they still groping blindly among the traditions of the past, trying to measure the problems of the present by the standards of an age which has passed away?

My own experience did not qualify me to answer these questions. But I knew at once that whatever criticisms the gentleman had made of education in general did not apply to the college I had attended. For its spirit is the spirit of youth. It has no ancient buildings with Gothic arches and ivy covered walls; no beautiful campus shaded with stately oaks; no massive corridors, where generations of the nation's great have trodden. The initials carved on its desks were carved, not by John Milton or Percy Blyssie Shelley, but by the Day Division freshmen. The very nature of the college; its rapid growth; its experimental individualism; ensure that its students will look not backward to the past, but ahead to the future.

We believe that our college has a very promising future. The company of young men and women which you see before you to-night constitutes the largest graduating class in our history. These classes will continue to grow, for the message is spreading quickly that Sir George Williams is no mere business school (and I regret to say that there are some people, even in Montreal, who still think that it is) but an institution which is rapidly becoming recognized as one of our most advanced centres of higher learning.

This recognition will continue to grow throughout the years. Perhaps, some day, it will be a great university, whose name will be known all over the world. We shall have our fine buildings, too; and I believe our Board of Governors, in keeping with their policy of planning for the future, are already working with that idea in mind. I cannot say what these buildings will be like. Some, I imagine, will favour a Gothic design, in keeping with our Canadian habit. Others, with more radical ideas, will prefer something ultra-modern, by Walter Gropius or Frank Lloyd Wright. Later we shall also have monuments dedicated to the college's great; to her founders; her outstanding educators and the eminent students who have passed through her classrooms to take their places among the leading citizens of the nation. Among these masterpieces there are two which we hope will occupy very prominent positions, —those in memory of our present Principal and Dean, Dr. Norris and Dean Hall.

Sometime about the year 2045 A.D., a future Georgian will walk through the main entrance and gaze upwards at these statues. What thoughts, I wonder, will run through his mind as he stands there? Will he be overawed by the architecture of the building and the masterpieces of art which lie before him? Will he resolve to carry on in the tradition of the twentieth century when the college was first founded? For my part I hope he doesn't. I hope he resolves instead to carry on in the spirit of these men, who, in the world's darkest hour, when the lights were going out all over the world, were determined, that in their corner of the world at least, the lights would never be extinguished.

Plato, who has been called the Divine Philosopher, in his celebrated Allegory of the Cave, compares the whole process of education to the turning of the eyes towards the light. According to this view, education does not mean the instilling into the mind of a knowledge which it did not previously possess. That, says Plato, would be like giving sight to the blind, and is impossible. The masses of men, he tells us, dwell only in the shadows. They have become so accustomed to the shadows that they have come to believe that they are the only realities in life. The educated man is the one who has escaped from the dim half-light of the caverns,

and has ascended, slowly and painstakingly into the domain of light and knowledge.

The members of the Faculty of Sir George Williams College have led us, as Plato would have wished, into the clear daylight of knowledge. What we know has been gleaned by inquiry and experiment, not copied from the text-books of authority. We have had revealed to us a great treasure, in which can be found all the rich fund of human experience; whatever man has gained in his long quest after knowledge; the discoveries and inventions, the literature of the nations, the products of centuries of search. Among those treasures can be found the languages and their associations with great nations, ancient and modern; the philosophies and their profound wisdom; the sciences with their facts and formulas and their emphasis on research and experiment.

But, more important than these, perhaps, are the memories we hold of many pleasant hours in the classrooms; of the many friends we have made; of the deep understanding of our professors and their sympathetic appreciation of the problems that confront the student. For a new spirit has been created here; a spirit like that of Petrarch, who sought in the literature of the past, not merely the knowledge of the ancient world, but a guiding light to the future.

What is the spirit? It is the sum of all the qualities that make our college; the friendliness of the students; their keen interest in the acquisition of learning; the co-operation between the undergraduates and the members of the Faculty. There are no fraternities here; no class distinctions; no aristocracy of wealth and privilege; nothing to create a barrier between one student and another. Young men and women of all races associate together in perfect harmony and good will.

It is the professed aim of the college that its fundamental educational philosophy is the development of persons, and to that end it has devoted all its efforts. For it is the convictions of its officers that only in the development of human personality can the problems of the world be solved and democracy permanently maintained.

But, at last, we are leaving these things behind us. That does not mean that we intend to sever our connection with the college, as we have an active and growing Association of Alumni, whose many commendable activities will absorb a good deal of our spare time, and perhaps a good deal of our spending money as well. For those who have contributed their time and energies to the building of this organization no praise is too great; and to them we leave this message: "We won't let you down. We will back you to the limit. We will do all we can to extend the scope of the organization in all its splendid work."

There is one feature of Sir George Williams College which makes it unique among all universities and colleges in this Dominion. That feature is the Evening Division, which makes an education available to all, and enables students to combine the experience of the business world with the advantages of the academy. To some, in the Day Division, however, the venture into the world will be a new and untried experiment. But it will be a venture for which they have been well prepared.

For this preparation we must thank the Board of Governors, for their generous devotion to the ideal of a liberal education; the members of the Faculty, for their tireless efforts in the face of many difficulties; the Young Men's Christian Association, whose initiative and foresight have made this institution possible; and, lastly, all those, who, directly or indirectly have contributed to the welfare of the college.

And now, as we say farewell, let us think for a moment of the world that lies ahead. The war in Europe has ended. The guns have sounded for the last time; sounded in a great ringing salvo that sent its echo into every corner of the world. And as the echo died away, a silence fell upon the countryside; a silence more profound than any known before. It is the dawn of peace; a peace that brings with it a challenge to the peoples; to the nations; to every inhabitant of the earth. It seems to say, "This is your opportunity. This is the moment you have been waiting for. This is your chance to build new world. Seize it! Make the most of it! For if you hesitate, the legions of darkness and evil will rise again to destroy you."

We of the graduating class are resolved to meet that challenge. We cannot fail to meet it. A whole world of suffering humanity demands that we succeed.



CLASS OF '45

MARIAN NAOMI ABBEY — Arts.

Activities: Spanish Club, Evening Athletics, Pol. Probs. Club.

Former Education: Westmount High.

Interests: Social Work, Crafts.

Outside Interests: Occupational Therapy, Swimming, Skiing, Travel, Canteening.

Future Plans: ? ! ? ! ? !



ARCHER, CAROLYN BALESTRERI —

Arts.

Activities: President of E.F.W.S. '43. Member of Spanish Club, Pres. French Club '42. Students' Council '43. Member C.O.R. many many years! Georgian Editorial Staff '41. Year Book '45.

Former Education: Girls High School, Montreal. O'Sullivan Business College.

Interests: Languages, Literature, Music and Walt Disney cartoons.

Outside Interests: Skiing, hiking, dancing, and Little Lulu.

Future Plans: Travel.



FERRUCCIO ARIANO — Science.

Activities: (Clubs, etc.), Pol. Probs. Club.

Former Education: Sir George Williams High School.

Interests: Music.

Outside Interests: Astronomy.

Future Plans: Post Graduate Work in Chemistry.



ARMSTRONG STEVE — Arts.

Activities: Pres. S.C.M. '43, Physical. Instructor, Military training corps, Asst. Athl. Dir., '41, '42. Basketball Team '40, '41, '42, '43, '44, '45. Athl. Chmn. E.F.S.S. '43.

Interests: Psychology and Sociology.

Outside Interests: Phys. Ed., Boy's work Camping, Gym., Horseback riding, Tennis, Golf.

Future Plans: Continue in Phys. Ed., at Springfield and development of High School phys. ed. programmes.



CLASS



MARY FLORENCE BAILY — Science.

Activities: D.F.W.S. '42, '43, '44, Publications Com. '43, '44, '45, Editor-in-Chief "Annual" '43, "Georgian" '42 (C.U.P. Editor), Georgiantics '42, Athletic Committee '44, Record Club '44.

Former Education: Girls High School of Montreal.

Interests: Skiing, Badminton, Tennis, Photography.

Future Plans: Chemistry Laboratory Technician.



FREDERICK CHARLES BLAKE — Science.

Activities: Questionable.

Former Education: Montreal High, M.T.I. (Chem.).

Interests: Swimming, Skiing, Bowling, Synthetic Resins and Plastics, Popular and Lighter Classical Music.

Outside Interests: Member Mont. Jun. B. of T.

Future Plans: Dark Secret.



ALEC BLOOM — Commerce.

Activities: Athletics, Instructor, College Training Corps (4 years), Treasurer, Grad Class.

Former Education: Baron Byng, Lande Scholarship '44.

Interests: Social Activities, Pol. Probs., Basketball, Debating Club.

Outside Interests: Business and Finance, Sports, Politics, and anything that crops up.

Future Plans: Postgraduate Work in Economics and Commerce.



ABRAHAM BRODSKY — Science.

Activities: Weight Lifting.

Former Education: Baron Byng, Mont. Board of Trade.

Interests: Marriage, Electronics.

Outside Interests: Music.

Future Plans: Who knows ? ? ?

OF '45

B. F. CAMPBELL — Arts.

Activities: Political Problems Club.

Former Education: Montreal High, MacDonald College "School for Teachers".

Interests: Education, Better Government.

Outside interests: Skiing, Swimming, Travel.

Future Plans: Teaching.



GEORGE W. C. CARPHIN, B.Sc. — Arts.

Activities: Member C.O.R., '39, '40, '41, '43, '45, Co-ordinator Publications '45, Ed.-in-Chief Year-Book '45.

Former Education: H.S. Edinburgh Scotland, B.Sc., S.G.W.C.S., 1½ yrs. Medicine McGill, Research at R.V.H. Montreal.

Interests: Chemistry, Biology, Maths, and Social Psychological Problems.

Outside Interests: Teaching and more College Course, Bridge, Cribbage, and Russian Billiards. Auditor for Dominion Government in daytime.

Future Plans: Further advance in Accounting Profession. Degrees L.C.M.I. and C.G.A.



SAUL CHAIT — Commerce.

Activities: Member Pol. Probs. Club and Ski Club.

Former Education: Commercial High.

Interests: Social, Economic and Political Problems. Avid reader, Art, Theatre, (when we have it) Music and good movies.

Outside Interests: Skiing, Swimming, Hostelling.

Future Plans: Further studies, C.A., degree.



ALDA COSTANZO —

Activities: C.O.R.

Former Education: Fordham, Psychology; Columbia, English.

Interests: Languages.

Outside Interests: Music.

Future Plans: Travel.



CLASS



KATHRYN G. CURLL — Science.

Activities: D.F.W.C. Sec.-Treas. '42, Ski Club '42 E.F.S.S. Cor. Sec. '43, Science Club, C.O.R.

Former Education: Montreal High.

Interests: Chemistry and Psychology.

Outside Interests: Sports, Literature, Photography.

Future Plans: Marriage as soon as possible. What Offers?



SOPHIE CYTRYNBAUM — Arts.

Activities: V.-P. Womens' Club '43, Pres. Womens' Club '44, War Council '43.

Former Education: Strathcona Academy.

Interests: War Council and Badminton.

Outside Interests: Social Work and Music.

Future Plans: Marriage. (Now a fact. Ed.).



JACK DEITCHER — Commerce.

Activities: Pol. Probs. Club, Swimming.

Former Education: Commissioners' High, Quebec.

Interests: Accounting, Discussion Groups, Psychology.

Outside Interests: Sports, Y.M.H.A. clubs, Traveling.

Future Plans: C.A., or private in Canadian Army.



DONALDSON, GORDON C. — Arts.

Activities: Students' Council, Senior Examiner, Swimming and Lifesaving, Y.M.C.A. groups.

Former Education: S.G.W.C.

Interests: Astronomy, Sociology, Genetics, Reading books and Medicine and Medical Advancement.

Outside Interests: Good Musical Programmes, Outdoor Life, Boating, Hiking or just Resting on the Seashore.

Future Plans: Further studies along lines of interests.

OF '45

MURRAY ALLAN FAINER — Arts.

Activities: Basketball, Play-reading Group, Vice-Pres. S.U.S. '44, Georgeantics, Georgian; Manager Basketball Team '43, Winter Carnival, Hockey '43, Ski Club.

Former Education: Strathcona.

Interests: Drama, Journalism, Law, Painting, Music, Psychoanalytical co-worker of N. Fouriezos.

Outside Interests: Social Work, Anthropology.

Future Plans: Law, Journalism, Dr. Fainer (?) (1950).



WILLIAM FINEBERG — Science.

Activities: (Clubs, etc.). Strictly non-joining student.

Former Education: Bary Byng High, S.G.W.C. McGill University.

Interests: Engineering. All things chemical.

Outside Interests: Reading, sports.

Future Plans: Work in the chemical field.



NICHOLAS (NICKIE) FOURIEZOS — Arts.

Activities: Sports: and Managing Editor, Georgian, Press Debating Club, Man. Basketball Team '42, Hockey Coach '43, Archery Instructor, Play Reading Group, Senior Letter '43, Pres. Graduating Class '45, Lab. Asst. (Biology).

Former Education: Sturgeon Falls, Ont.

Interests: Socio-psychological problems, Students' Aid Society, Councilling Sports, Drama, Wilde, and Thorne Smith.

Outside Interests: Sociological Tours, Biology, Fishing and Hunting, San Carlos Opera Company (the Serenader).

Future Plans: Depends on Gen. MacNaughton. Would like to continue in Psychology.



GORDON GALBRAITH — Arts.

Activities: C.O.R. '43, '44, Pres. Pol. Probs. Club, '42, '44, Valedictorian '45.

Former Education: Verdun High.

Interests: Political and Social Problems, Story-writing, Accounting.

Outside Interests: Reading, Music, Movies.

Future Plans: Travel, Further Education.



CLASS



ANNE M. GLASS — Arts.

Activities: ? Former education Baron Byng.
Interests Psychology, Economics, Philosophy.
Outside Interests: Music, Politics, Social Problems.
Future Plans: Research in Psychology.



ANNE GLASSBERG — Arts.

Activities: (Clubs, etc.), Volley ball, Badminton, Archeny.
Former Education: Strathcona.
Interests: Music, Sports.
Outside Interests: Social Service, Canteen Work, Gin Rummy, Travelling.
Future Plans: Mother House School.



JOHN CARLYLE GORDON, C.G.A. — Commerce.

Activities: None connected with College.
Former Education: Lachute Academy, MacDonald Teachers College, C.G.A.
Interests Accountancy, Economics, Politics, Government and Corporate Finance, Investment Analyst — Sun Life.
Quasid Interests: Maintaining a good home for wife and family, Sports: Tennis, Golf, Badminton, Baseball, Bridge and reading.
Future Plans: To continue in Accounting and Investment work.



NATHAN GORDON — Commerce.

Activities: C.O.R. '42, Pol. Probs. Club, Military training.
Former Education: ? ? ?
Interests: How many lectures I can skip and still get by.
Outside Interests: Political Discussion, Water Polo, Bowling.
Future Plans: Getting married the week after graduation if the Army does not get me first.

OF '45

FREDERICK ASHTON GREENE — Commerce.

Activities: V.-P. Grad. Class '45, Pres. E.F.S.S. '45, Chairman Eve. Lit. Soc. '44, '45, Philosophy Club, Pcl. Probs. Club, V.-P. E.F.S.S. '44, Students Council '45, Publs. Com. '45.

Former Education: St. Lambert High, Shaw Schools Toronto, C.B.A. Course (Queen's).

Outside Interests: Amateur Radio (VE2EP), Breeding Tropical Fish, Electronics, Carpentry, Plastics, Music.

Interests: Electronics and Economics.

Future Plans: Master in Economics and Ph. D. when and where possible.



KENNETH HEATHERINGTON — Science.

Activities: Science Club.

Former Education: Montreal High, Sir George Williams High School.

Interests: Physics and Maths.

Outside Interests: Music, Skiing, and Golf.

Future Plans: Marine Engineering.



JACK HERSCOVITCH — Science.

Activities: VicePre. Spanish Club '42.

Interests: Pan-Americanism, Psychology, Social Problems, Modern Drama, Literature.

Former Education: He didn't tell us . . .

Outside Interests: Art, Music, current Literature, Dramatics.

Future Plans: Post-graduates studies in Industrial Psychology social work and Industrial Management.



HIRSCH, GEORGE PAUL — Science.

Activities: (Clubs, etc.).

Former Education: Vienna University.

Interests: Chemistry, Biology.

Outside Interests: Literature, Music.

Future Plans: None, because up to now all of them have been spoiled.



CLASS



MAE DOROTHEA A. HOUGHTON — Arts.

Activities: C.D.R. '44, Cor. Sec. E.F.S.S. '45, Cosmo Club, Lit. Deb. Soc. Basketball.

Former Education: London (Matric.) F.T.B. (Accounting), R.N., MacDonald (Dietetics) Reg. Teacher (Jamaica), L.R.S.M. (Piano and Organ), violin (Int.).

Interests: Economics, Psychology.

Outside interests: Riding, Swimming, Skating, Bowling, Music, Crochet, and sewing.

Future Plans: B.Sc. (Com.), Master in Economics, C.A. Marriage in not too distant future, then return to Jamaica.



PEARL B. LETOVSKY — Commerce.

Former Education: Mtl. High, MacDonald College School for Teachers.

Interests: I am a Housewife !!! My husband and son.

Outside Interests: All sports. Especially Golf.

Future Plans: Post-Graduate work in Economics and Political Science.



LEO LEVI — Science.

Former Education: Highschool in Fulda and then Medicine at university of Francfort a/Main.

Interests: Chemistry and languages.

Outside Interests: Languages, studies arabic, and violin.

Future Plans: No definite plans, believes that this is the only way to have things go according to plan".



LIEBEL, GEORGE — Science.

Activities: None connected with college.

Former Education: Technische Hochschule, Stuttgart and Leeds University, Eng.

Interests: Science, especially Chemistry.

Outside Interests: Music, (especially chamber music), Sports.

Future Plans: To continue to work as chemist in the essential oil field.

OF '45

ABRAHAM LITVACK — Commerce.

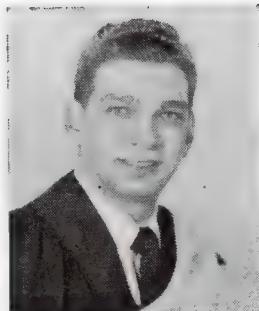
Activities: Gunner 2nd. Med. Regt., Pol. Probs. Club, Picture Comm. Grad. Class '45.

Former Education: Baron Byng, S.G.W.H.S.

Interests: Accounting, Law, Discussions on Sex in Common Room.

Outside Interests: Sports (Beer, Wine and Women), Organizing groups to do my work.

Future Plans: Degree in Accountancy, or any other money-making business. First Class Private in Canadian Army.



MARQUETTE ROBERT B. — Science.

Activities: Inter-y Georgian team, '43, '44, '45.

Former Education: Ecole Supérieure Querbes.

Interests: Chemistry and Hydraulics.

Outside Interests: Tennis and Skiing.

Future Plans: Ask the Dept. of National Defence.



CHARLES NICHOLS — Commerce.

Activities: Chairman Book Co-Op. '45, Treas. S.U.S. '45, Acting Sec. S.U.S. '45, Treas. Winter Carnival '45, Pubs. Comm. '45, Basketball Team.

Former Education: Aix-la-Chapelle, Bradford Technical College England.

Interests: Criticizing Constitutions and other activities.

Outside Interests: Learning to be a good business man, Skiing, Swimming, Tennis, Music.

Future Plans: Navy then M.A. in Economics.



PETER A. NOVAK — Arts.

Activities: Georgantics '42 Fencing, Baseball, and Clubs.

Former Education: D'Arcy McGee H.S., S.G.W. H.S., O'Sullivans'.

Interests: Discussion Groups, Humanities, Law, Stage and Music.

Outside Interests: Travelling, Plays, Musical activities.

Future Plans: Notarial Studies and Music.



CLASS



HERBERT GRAHAME PAVELEY —
Science.

Activities: Disrupted by being lured into C.O.R.

Former Education: Montreal High.

Interests: Chemistry and Psychology.

Outside Interests: Aircraft and Books in General, Fiction Writing.

Future Plans: More Courses, More Degrees, More Books, and above all a Rest !!



PELLEY, LLOYD STEWART — Science.

Activities: ?

Former Education: Verdun High.

Interests: Architecture.

Outside Interests: Swimming Boating.

Future Plans: Study in Architecture.



PELLEY, RALPH LAWRENCE — Science

Activities: Vice Pres. SUS, Vice Pres. Students Aid.

Former Education: Verdun High.

Interests: Architecture.

Outside Interests: Swimming, Boating.

Future Plans: Post graduate study in Chemistry.



CHARLES PHILIP PODLONE — Science.

Activities: Chess Club, Science Club.

Former Education: Baron Byng, McGill, Mtl. B. of T. S.G.W.C. (B.A.).

Interests: Collecting one-act plays, Bach, Schumann, Chess.

Outside Interests: Welfare of the Man in the Street, C.C.F.

Future Plans: Psychiatry.

OF '45

ROGER P. RICHARD — Science.

Activities: Pol. Probs., Debating Club, Cercle Français, Corridor Discussion.

Former Education: Montreal High.

Interests: Public Speaking, Art, Politics, Writing.

Outside Interests: Hunting, Fishing, Photography, Skiing, Camping, Horses, Farming, Painting.

Future Plans: Geology and 'Hoss-Tradin'.



ROBBINS ABE — Science.

Activities: C.O.R '43, '44, '45.

Interests: Chemistry, Biology, Physics.

Outside Interests: "Georgiantics" Basket-ball, Ski-Club.

Future Plans: Further work in the chemical fields.



GDALYH ("GDOO") BEN-ZION ROSEN-FELD —

Activities: Ass. Ed. Annual '43, Basketball, Pres. Economics Club '44, Georgian '44, Georgiantics '42, Carnival Comm. '44, Major Letter '44.

Former Education: Nothing much till I found the Common Room.

Interests: Boys' Group Wcrk, "Spongies", Everything Social, Worrying about exams.

Outside Interests: Writing Letters to Kansas City

Future Plans: Industrial Relations at U. of M.



ARTHUR A. RUDY — Commerce.

Activities (Clubs, etc.), (Sgt.) R.C.A.F., Pol. Probs. Club.

Former Education: Commercial High, McGill University.

Interests: Music, Sports, Politics.

Outside Interests: Chess, Gymnastics.

Future Plans: Post, Graduate Work or Civilian Employment.



CLASS



ANNA NANCY SCHWARTZMAN —
Science.

Activities: Commissioners' High School Quebec.

Former Education: High School.

Interests: Biology.

Outside Interests: Music, Science.

Future Plans: Research in Biochemistry.



AUGUSTE SCHERRER —

Activities: Too busy.

Former Education: Vienna.

Interests: Everything except Politics.

Outside Interests: Music Stars and children.

Future Plans: To go back to Vienna.



ABEL D. SELICK — Commerce.

Activities: Pol. Prebs., Public Speaking.

Former Education: Montreal High.

Interests: Political, Economic and Social problems.

Outside Interests: Pol. Economy Club, Traffic Club, Institute of Accredited Public Accountants, Advisory Board of A.Z.A. Tennis, Bowling, Golf, and Skiing, Fishing.

Future Plans: Own and operate the best traffic bureau in Canada.



LLOYD SHIMOTAKAHARA — Commerce.

Activities: Treas. Student's Council '44, Basketball, Graduate's Committee.

Former Education: Burnaby North High, University of British Columbia, Vancouver, B.C.

Interests: Women.

Outside Interests: Skiing, Skating Tennis (Ping Pong).

Future Plans: Business (?).

OF '45

GLADYS SMIRLE — Commerce.

Activities: Graduating Committe Year Book '45, Georgiantics '42.

Former Education: Huntingdon High, MacDonald College (teachers), Bishops, Queen's.

Interests: Growth of a strong Can. Nationalism Youngest Eve. Grad.

Outside Interests: Sports, our slum problem.

Future plans: Travel. To help less fortunate people.



IRVING SPITZER — Science.

Activities: Science Club, Pol. Probs. Club, Common Room Discussions.

Former Education: Strathcona.

Interests: Biology.

Outside Interests: Chiselling other people's cigarettes.

Future Plans: Further studies in Biology.



C. F. STANNARD — Science.

Activities: ? ? ?

Former Education: Verdun High, McGill, Queen's, MacDonald.

Interests: Music, Literature, Science.

Outside Interests: Work (Electrical designing Canadian Marconi).

Future Plans: Uncertain. Could be Engineering ? ? ?



FRED STARKEY — Arts.

Activities: Sec. Students' Council '44, V.P. Theological Soc. '44, Pres. Theological Soc. '45.

Former Education: Here and there.

Interests: Welfare of the Human Race.

Outside Interests: Fishing, Music.

Future Plans: United Church Minister.



CLASS



BEN STEIN, B.A. — Commerce.

Activities: Busy, busy, busy.

Former Education: Byron Byng.

Interests: Same as activities.

Future Plans: C. A.



RUTH LILLIAN STEIN — Arts.

Activities: Pol. Probs. Club, Music Appreciation, Science Club.

Former Education: Commercial High, Mtl. School of Social Work, Columbia.

Interests: Books, Music, Art.

Outside Interests: Everything and Everybody.

Future Plans: Social Research.



ELINOR LOUISE TAIT — Science.

Activities: Pres. D.F.W.C. '44, '45, Annual '43, S.U.S. '44, Students' Council '44, '45.

Former Education: Montreal High, MacDonald.

Interests: Skiing, Badminton, Swimming.

Outside Interests: 's for me !! !

Future Plans: Moot Question.



LUCILLE VAUGHAN — Arts.

Activities: Pol. Probs. Club, Students' Council '45, Library Work.

Former Education: Montreal High.

Interests: Literary Devotion in the "Trough".

Outside Interests: Hostelling, Reading Poetry. (Also writing it. Ed.).

Future Plans: To be a Librarian, Vagabond, and find a quiet place in the sun. To do something for my "earth-dark" people.

CLASS OF '45

ROSE WAX — Arts.

Activities: Eve. Ed. Georgian '43, C.O.R. '45, Sec. Grad. Class '45, Spanish Club, Pol. Probs. Club.

Former Education: Baron Byng.

Interests: Language, Literature, Social Problems.

Outside Interests: Reading and Writing, (No 'rithmetic), Solving the World's Problems.

Future Plans: Social Research.



GLENN L. WOOD — Arts.

Activities: Basketball Teams '41 to '45, Chairman Athletics '44, Dir. Phys. Ed. '45, S.C.M. '44.

Former Education: Sault St. Marie Coll. Ins.

Interests: Winter Carnival, Athletics, Sociology.

Outside Interests: Social Problems, Physical Instruction, Dir. Boys' Camp Sault St. Marie, Hunting, Fishing, Tennis, Badminton, Billiards 107.

Future Plans: Y.M.C.A. — Columbia or Springfield.



J. J. BIRO



B. LEVERT



HONOUR ROLL



| | | |
|----------------------|------------------------|-----------------------|
| AARON, Jacob | CARTER, Ernest | FORD, W. M. |
| ALGAR, Frank I. | CARTER, Robert | FORSYTH, George |
| ANDERSON, F. L. P. | CHAMBERS, Russell G. | FOWLER, E. C. |
| ATCHISON, George W. | CHANDLER, Hector | FRANCIS, C. Lloyd |
| †ATTO, F. Blake | CHANDLER, L. D. | FRANKLIN, Albert E. |
| BAILLIE, William H. | CHAPMAN, Reginald | FREDERICK, Bruce |
| BAKER, Lorne R. | CHURCHILL, H. George | FREUNDLICK, Max |
| †BARR, Charles R. | CICERI, Leo Armand | FROLICK, Seymour J. |
| BARRETT, Clayton K. | CLARK, Douglas C. | FROSST, Clifford E. |
| BARKER, George N. | CLARKE, M. G. | FURNESS, Herbert W. |
| BASSEN, Milton | CLARKE, R. | FRIEDLANDER, Bradley |
| BAUM, Seymour | CLASPER, J. P. | FORBES, Douglas |
| BELLEU, Henry B. | CLENDENNING, David R. | GAGNON, Aurele |
| BERKSON, Nathan | COCKELL, Lester E. | GALL, John D. |
| BEST, J. Edward | COHEN, Sydney J. | GALL, Watson P. |
| BEVERIDGE, J. W. | COLUCCI, Joseph A. | †GANNON, Stephen |
| BICKERDIKE, Chas. G. | †COOPER, Thomas W. | GARNEAU, Gilbert |
| BIEFER, Gregory Jas. | COTE, Charles J. | GARROW, B. A. J. |
| BINNIE, Alfred | COTE, Eve | GASCO, William A |
| BIRKS, Victor M. | CROSS, Walter J. | GIBB, Arnold |
| BIST, Alfred Chas. | CUMMING, Albert | GILL, E. F. |
| BONYUN, Vernon H. | CYPIHOT, Hector | GITTES, Clifford |
| BOURBONNIERE, R. | COLSON, Kenneth | †GOAT, James F. |
| BOURKE, Guy | COVEYDUC, A. L. | GODLOVITCH, C. Z. |
| BOURQUE, Maurice | DEBREYNE, Arthur | GOMBERG, Albert |
| BOVERAT, Maurice M. | DELORMIER, Hebert | GOODSON, Jacob |
| BOWEN, V. O. | DENGLER, Daniel J. | GORDON, Jacob |
| BOYD, Edgar R. | DERRICK, James C. | GORE, James D. |
| BOYNTON, John C. | DODGE, William | GOSS, George C. |
| BRACE, E. Brockman | DUHAIME, Jean Paul | GOUGH, W. A. |
| BRAINERD, Paul C. | DUNDASS, C. H. | GOW, E. M. |
| †BRAY, Leonard | DUSTIN, Kenneth H. | †GRANT, W. John |
| BRECKENRIDGE, John | DUNGAN, William R. | GRAVEL, Jean P. |
| BROCKHURST, Norman | DUNDASS, George M. | GREENWALD, I. |
| BOOKNER, J. | — | GRIFFITH, H. A. |
| †BROVENDER, Jack | †EASTON, Robert W. | GROOM, John H. |
| BULL, N. Frank | ECHENBERG, Harry | GUITE, Jean P. |
| BULLEN, George | ECONOMIDES, John N. | GURSKY, Charles |
| BURMAN, S. S. | EDGERLY, Gerald H. | GRANTMYRE, Fulton |
| BURTON, Edward C. | EGLI, John | GUNN, Jack E. |
| BYE, Edith G. | ELDER, Alexander T. | HAINES, Alexander I. |
| BARRY, D. B. | ELLIOT, Gordon J. | HAINS, Donald J. |
| BETTS, Harold E. | ELLIOTT, William | HALL, Lawrence A. |
| BRAYLEY, P. Richard | EDMISON, J. Alex. | HANNA, Donald |
| BERRINGER, Donald | — | HARDCastle, Wilfred |
| BRAYE, William J. | FAIR, J. R. Victor | HARRIS, Irving |
| BARNES, Reed H. | FERGUSON, Alex | HARRISON, John R. |
| — | FILLER, J. I. | HAWKINS, Wesley C. |
| CAMERON, K. G. | FINDLAY, Grace | HAYES, R. D. |
| CAMPBELL, David | FINEBERG, Alexander S. | †HERMITAGE, Arthur G. |
| CAMPBELL, Kenneth D. | FISHER, Weston C. | HEWLINGS, Winston G. |
| CAMPBELL, Malcolm G. | FLAHERTY, Buell | |
| CANE, Harold | FLITTON, Ralph J. | |
| CARNIE, James | †FLITTON, Robert D. | |
| CARROLL, L. C. | | |

† Gave his Life.

HONOUR ROLL

—♦♦—

HIGGINS, Gordon
HIGGINSON, J. W.
HINTON, Richard D.
HIRSHBERG, Jack
HOLMES, Robert S.
HOLMESTED, John E.
HOUGHTON, Charles R.
HUDES, Solomon E.
HUNTER, Stuart D.
HUNTER, William C.
HUPFIELD, John R.
†HUTCHINGS, H. E.
HOLT, Douglas A.
HOMIENOCK, Alexis

INNES, William D.
ISCOE, Ira

JACKSON, A. J.
JAMES, Gordon
JARDIN, Alexander G.
JEWELL, Jack B.
JOHNSON, Arnold L.
JOHNSON, Gordon W.
JONES, Hugh D.
JONES, Ralph L.
JONES, W. E. R.
JONES, T. W.
JOYCE, Lester

KAPLANSKY, D. S.
KASTNER, John W.
KELLY, J. J.
KELSEY, Walter L.
KENNEDY, Allan C.
KIERAN, Frederick F.
KING, Rowland
KIRNER, Gustav A.
KIDD, John P.

LARSON, Charles A.
LAVERY, William H.
LAWSON, J. V.
LAWSON, Tom
LAZARE, J. R.
†LAZARUS, John S.
LAZOWSKI, John M.
LEBEAU, Marshall F.
LEFEBVRE, Andre
LEISHMAN, Allan R.
LEITH, Henry E.
LEONARD, Vincent
L'ESPERRANCE, Paulette
LIEBER, Jacob
LINTON, Ralph D.
LIVINGSTONE, Theo H.

LOCKING, David A.
LUTTERAL, Thorne
LYNES, William E.
†LEVITT, Samuel
LANSDELL, Herbert N.
LAZARE, Jack L.
LEVINE, Joshua J.
LEBLANC, Joseph Ls F.

McCONVEY, James
McDONALD, John A. L.
MCGAIN, A. J. W.
MCGOVERN, D. J.
MCGOWIN, W. F.
MCGRAIL, Kenneth W.
†MCINTYRE, J. A.
MCKELLAR, S. S.
MCKINNEY, Gordon H.
MCMAHON, Edmund A.
MACCULLOCH, Donald G.
MACKAY, Duncan B.
MACLEAN, Ronald C. S.
MACMILLAN, Arthur D.
MACRAE, E. Douglas
MAHONEY, Gerald M.
MARKOW, Jack
MARTINELLI, John W.
MATTHEW, William G.
MEYER, Olaf
MIEDEMA, Louis
MIRABEL, Richard
MITCHELL, Eric B.
MITCHELL, Herbert
MITCHELL, Joseph
MONTGOMERY, Ross H.
MORGAN, Gerald
MORRISETTE, Andrew
MORRISON, Kirk
MORRISON, Jimmy
MORTON, Dr. N. W.
MUNK, Jean
MORROW, Leslie D.
MACGOWAN, William H.
MASSEY, Earl
MELVIN, Gordon P.

NADLER, Samuel
NOEL, Robert A.
O'BRIEN, Patrick G.
ODELL, G. R.
O'ROURKE, F. P. Donald
PARKIN, Emile
PARKIN, Wilbur
PATTON

PERCIVAL, Wilbur W.
PICARD, R. L. M.
PIERCE, Ross A.
PIKE, Walter H.
PORTER, James S.
POTTER, Calvin C.
POTTER, Donald D.
POTTER, Harold H.
PRENOVOST, George A.
PYPER, Kenneth P.
PATRICK, Gordon
PEARSON, Gerald

QUINN, D. S.

RAKITA, Louis
RASBERRY, Leonard
REDWOOD, C. P.
REID, A. Lawson
REID, J. Telford
REIFFENSTEIN, George
ERIC
RESNICK, M.
RICHARDS, Richard H.
RICHARDSON, L. B.
†RIDGWAY, Arnold
ROAST, Kenneth
ROBERTS, F.
ROBERTS, J. Grant
†ROBERTSON, Bonar L.
ROBERTSON, Chas. E.
ROBERTSON, Jack R.
ROBERTSON, John L.
ROBINS, Michael M.
†ROBINSON, James F.
ROBINSON, John W.
ROBINSON, J. H.
ROSS, George W.
ROSS, Lorne E.
ROY, Wm. Chester
RUNCIMAN, Walter A.
RUNTE, Albert W.
RYAN, T. Donald
READ, Lea McL.
RIDLEY, W. L.
RENNIE, J. H.

SALVATORE, Anthony F.
SCHIERBECK, Joergen
†SCOTT, Stanley W.
SHANTZ, Murray B.
SHEFFIELD, Edward F.
SHEPARD, Richard L.
SHERRIFF, Roger
SHORE, Alfred
† Gave his Life.

HONOUR ROLL

— 46 —

| | | |
|-----------------------------|------------------------|---------------------|
| SHRIAR, Rupert | TEDLIE, J. A. | WALSH, B. McK. |
| SHUSTER, Isadore | TELFER, William | WARD, Arthur |
| SILVER, Sidney | THOM, Gordon W. | WARD, Richard P. |
| SIROIS, Bernard | THOMAS, E. J. | WATSON, Alan |
| SKILLEN, Robert | THOMSON, Clayton, G. | WATSON, Henry T. |
| †SLACK, George A. | THOMPSON, C. M. | WATSON, Roy |
| SMEE, Edgar E. | THOMPSON, Muriel P. R. | WATSON, William S. |
| SMITH, Guy | THURBER, A. C. Jr. | WATT, Grahame |
| SMITH, Walter J. | TOOBY, Norman D. | WEBSTER, E. C. |
| SODEN, James A. | TRUDEL, Philipe W. | WEINBAUM, Michael |
| SORFFER, Melvin | TUPPER, T. A. | WEINSTEIN, Fred |
| STACEY, A. J. | TURNAU, Marcel | †WHATMORE, S. F. |
| STARK, Bazil M. | — | †WHEATLEY, Colin H. |
| STEGEN, G. | ULLEY, Erle | WHISTAN, George |
| STEINBERG, Daniel | URQUHART, Alan | WILBY, E. J. |
| STEVENSON, H. W. | URQUHART, Ronald | WILKINSON, Alvin W. |
| STEWART, D. H. | — | WILKINSON, C. G. |
| STEWART, J. Gibb | VALADE, Clarence | WILLIAMS, G. A. T. |
| STOCKDALE, Alexander M. | VAN BOMMEL, D. J. | WILLIAMS, J. Harold |
| †STREDDER, F. Owen | VARLEY, Norman | WING, Donald R. |
| STUART, Elaine | VERDIER, Henrik | WOODWARD, C. P. |
| SUTTON, William J. N. L. | VERDIER, Paul | WYLIE, Joseph |
| SWETMAN, William H. | VARVERIKOS, Manuel D. | WYNDHAM, M. |
| SWINDEEN, W. W. Jr. | VINING, Roy H. | WILLIAMS, Marjorie |
| SCHNARCH, Milton | — | — |
| SPENCER-PHILLIPS, Jeanne | WADDELL, Maxford J. | ZACHON, E. D. |
| SPEARMAN, Carlotta | WALES, Freda | ZAWACKI, E. J. |
| SIMARD, Harney | WALLEY, Kenneth M. | † Gave his Life. |

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SIX SHORT POEMS

By Lucille Vaughan

(Reprinted with kind permission of the Standard)

Since she was very young Lucille Vaughan has been putting her sharpfelt emotions into rhythmic words. Now, at 21, this Montreal girl's poems have a freshness and at times an intensity which is both original and reflective of the growing stream of good Negro writing. On this page are six of her short poems. It is the first time her work has been published outside of school or similar papers. These verses are representative of the kind of poetry she is now writing; some purely lyrical, some showing strong racial consciousness and an acute sense of racial problems.

Lucille Vaughan is one of three sisters. The older, Susie, is well known in Montreal as a singer. The younger is May Ruth, an artist's model. Their mother is from Bermuda, their father from British Guiana. He was at one time editor of a weekly Negro newspaper in Montreal. Lucille's mother, always interested in dramatics, had an elocutionist friend who coached Lucille in 1934. That year she won an elocution prize and at the ages of 11 and 13 gave public recitals. At the age of eight she began a novel with a "gorgeous creature" of 12 named Dawn Star Felicia Montmorency as heroine. When Lucille reached her teens the novel was abandoned but there always remained time for poetry, sometimes written on the back of examination papers. When still in high school she won a prize for a dramatic reading at the Quebec Music Festival.

With four years at Sir George Williams College just completed, Lucille hopes to attend library school at McGill University this fall. Of her poetry she says: "Mine is not a critical mind. I cannot evaluate this thing or that in terms of content, style or meter. If I like it—there is an attachment not so much rational as emotional."



FEBRUARY

A month of jewelled, sparkling white.

Lacy patterns against the night

Enhance the hushed and alien world

Lying with ashen wings, unfurled.

Soon drifting snow leaps far and high,

A lone moon reigns in a cloudless sky,

And still winds call the crystal frost.

The silver days come and then, are lost

Amid the triumphant march, when Orion's glory

Lies here reflected,—dazzling, transitory.

THE JAZZLESS BLUES

I shall go
Through the soundless night
In my loneliness, down where the
Dark and quiet river
Moves with faint lapping on and on.
Water flows by the sorrows
Of here
To newer tragedies on further shores.
Perhaps, downstream, another woman tosses
In her bed
Commending her tortured life to the
Cool caress of flowing water.
We should go down, together, to the darkness
Of the river.
Did her man leave her, too?



LINES AT MID-TERM

This exam I do not know.
It's late in the evening,
And the snow
Is fallen stardust from where
Cool winds blow.

The icy-boughs sparkle, the streets are gay,
And I must sit idly, here,
And pay
For having thought of this same snow
Yesterday.



“NANA”

| | |
|---------------------------|-----------------------|
| Eyes | I know |
| Nubian diamonds, | That when I leave you |
| Hard coals | Your eyes |
| With latent potent fires, | Will taunt another, |
| Lips | Your lips |
| Jungle herbs, | Madden him, |
| Poison flowers | Your form |
| Fatal to the touch. | Tease him, |
| Form | And money for your |
| Dark earth, | Sad tomorrows |
| Warm, yielding clay. | Will fall to your |
| Oh Nana, | Eager palms. |

—*—

AT DUSK

Last night I heard
A hidden bird sing,
He poured liquid notes
In pale air.

They rose from beyond
The shadowy pines,
And lingered a little while
There.

And I said to myself
In the scented dark—
That's a paen of delight,
Not a prayer.

LIFE

Mai Ruth is brown,
A chestnut brown,
Her black eyes sparkle
Before her red mouth
Smiles.

Gregor is handsome
And debonair.
He loves my sister's
Carefree air.

He bows politely,
And others frown.
For Gregor is white
And Mai Ruth is brown

—*—

GREETINGS



The time is rapidly approaching when you will have attained that great goal which has for so long lain so far ahead. The parchment you receive will tell all the world that you have gained the high distinction of having satisfied the requirements for the Bachelor's Degree, and will prove to be a constant satisfaction to you yourselves for the rest of your days. On behalf of the Association of Alumni of Sir George Williams College, I send our heartiest congratulations to you all.

But the sheepskin you receive as a formal recognition of the long hours, nay, years you have spent with your books and your manuscripts, is literally worth no more than its own intrinsic value. The actual reward for your efforts is the knowledge you have gained incidentally, as it were. That is what actually counts, and that, not the paper, is what will ultimately tell the story of your success. Unjust as it may be, however, the tendency is for our employers and our fellows to judge first the worth of an individual by the name his Degree bears, rather than by what its owner knows, or what kind of a man he is. It is only later that they re-evaluate the Degree in terms of the man and his knowledge. It is in this way that a College or University eventually becomes either insignificant or great. The value of your Degree will be in your hands, as it is in mine.

But there is something that goes with your Degree besides knowledge. It is not part of the curriculum and no one sits down and studies it, yet every graduate of Sir George Williams College knows all about it. It is the Georgian Spirit—that intangible, indefinable something that implants itself slowly but steadily in every undergraduate of our College. Some feel it soon, others late; but sooner or later, every Georgian is indelibly imbued with it. And when, at Graduation, you feel a sort of regret that your College days are over, as you most certainly will, you may be sure that you are full of that same old "Spirit of Sir George" which gave birth to your Association of Alumni—an association of graduates with a common background and with common ideals and purpose:

To preserve and to perpetuate the fellowship of the graduates of Sir George Williams College upon and after graduation.

To preserve; extend and promote an interest in Sir George Williams College.

To work extramurally for the welfare of Sir George Williams College.

To maintain an interest in education.

As undergraduates, your College has served you well; as graduates, you are now privileged to serve her. Serve her by joining your Association of Alumni, and at the same time preserve all those things which have become so dear to you during your student days. Keep up the old friendships and interests and they will reward you well, and be proud of that Georgian Spirit because there is no other just like it.

Congratulations again and best wishes for success to all of you, and to all of you, too, welcome to the Association of Alumni.

Sincerely,

ALAN R. FINLAYSON, '37

President

—*—

BACCALAUREATE SERVICE OF THE CLASS OF 1945

Sunday, May 27, 1945

ORGAN PRELUDE

CALL TO WORSHIP

Hymn — Number 25

LESSON

Proverbs 4 Carolyne B. Archer (Arts '45)

PRAYER

Gordon B. Donaldson (Arts '45)

Hymn — Number 5

ADDRESS

Dean Henry F. Hall

Hymn — Number 110

BENEDICTION

ORGAN POSTLUDE

Class President

NICHOLAS FOURIEZOS (Arts '45)

Ushers

FREDERICK A. GREENE (Comm. '45)

MURRAY A. FAINER (Arts '45)

Organist

MAE HOUGHTON (Arts '45)

SIR GEORGE WILLIAMS COLLEGE

Address by HENRY F. HALL, Dean of the College,
at the Baccalaureate Service of the Class of 1945 — May 27th. 1945.

At the graduation ceremonies of some colleges the new graduates are told that they are. "Now admitted to the company of educated people." This afternoon I would like to consider briefly some aspects of what it may mean to be an educated person.

To some the possession of a degree is a disappointment. People do not necessarily give great respect to one simply because he is a college graduate. The words of the learned are not always regarded with special favour even in one's own family and circle of friends. No mysterious change takes place with the conferring of a degree no matter how exalted the degree itself, or the conferring institution, may be. Of course we all recognize this as true in general, and yet, I believe the average college graduate is often disappointed when he finds that being one of this "company of educated people" really makes him no different than he was before. May I remind you, therefore, of a thing which I hope you are already fully aware; namely, that one's real education consists fundamentally of the habits of thought and action, of the attitudes and the abilities, that he possesses. No degree, or number of degrees, can make us one whit more educated than the sum total of the attitudes and abilities that we have developed.

What, then, are the qualities that we as educated people (with degrees or without them) should strive to develop? To this question I can only give my own answer realizing that many good and honest people may hold different views. However, I speak, I hope, with due humility recognizing my own frequent failure to reach the ideals I propose. On the other hand, I shall try to speak honestly and with the hope that you regard me as a friend.

If I were to choose a text for this little address it would be the often quoted and often ridiculed words of Jesus, "Blessed are the meek: for they shall inherit the earth." We frequently misunderstand this because we are so bound to material terms. We forget that one can eat, and wear and use only a small amount of the world's goods. What can be done with the most beautiful things of the world except to look at them? As Carlyle said, one would need the whole universe to himself to be happy with material things alone. "Try him," he says, "with half a universe and he soon starts quarreling with the proprietor of the other half and declares himself the most maltreated of men."

So! I believe that the meek inherit the earth in the real sense — in the sense that they and they only are able to appreciate the earth and the good things in it. Even Hermann Goering might have enjoyed the art treasures of Europe if he had allowed other people to enjoy them as well instead of plundering them to satisfy his own selfishness. The educated person should be "meek" and he will inherit the earth because, I think, he will realize that material things can never be a part of us but that their appreciation always is.

This idea always occurs to me when I stand by the casket of a friend who has passed away. He has absolutely nothing now, is the material sense. His relatives are probably already dividing up his possessions be they many or few. Even his most treasured and personal belongings must be disposed of somehow; but his influence, his attitudes, his purposes, whether they be good or bad, these things live and their results and effects no man can measure.

"Lay not up for yourselves treasures upon the earth, where moth and rust doth corrupt, and where thieves break through and steal... for where your treasure is, there will your heart be also." The best I can wish for you is that you will treasure the things of the mind and of the spirit.

After this perhaps too solemn note, let us look a little further at the mark of the educated person in relation to himself. I believe that the educated person should be humble in attitude not only for the sake of others but also for his own sake. It seems to me that one of the great satisfactions of education is the development of the sense of wonder. At least, this should be one of the results of education. Incidentally, I pray that no "intellectual snobs" may ever graduate from Sir George Williams College. Rather may our students retain that youthful quality of wonder, of finding satisfaction in the progressive discovery of truth and beauty in the universe. Do you remember the words of John Keats in his most striking sonnet?

"Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like stout Cortez when with eagle eyes
He stared at the Pacific....."

To very few is given the privilege of discovering a new planet, or anything else of that sort, but to everyone and everyday may come the thrill of new discovery, when he feels like some watcher of the skies.

In a recent radio play one of the characters said, in discussing education, "The main thing about education is that it is a sort of habit." Yes, certainly, it is! In fact, to me the essence of good educational theory is found in the concept that education is a way of life—a system of habits—and not in the memorizing of facts and "subjects." This is not only good education but good religion; "For a man's life consisteth not in the abundance of the things which he posseseth," either in his safety deposit box or in his head. Rather, a person's worth, both to others and to himself, consists of the kind of person he really is and of what he can do for the world he lives in.

Some of you know full well that education is a habit. You started years ago attending college in the evening. Study, to you has become a habit that you can't get away from. I have no fear that you will stop developing along the lines which you have started. To others I would say that I hope that, for you too, graduation is a beginning and not an end.

Carlyle wrote, "That one man should die ignorant who had the capacity for knowledge, this I call tragedy." This is true, but an even greater tragedy is that so many should start an education and let it wither like a blossom that has been blasted before the fruit has even set. I hope that for all of you the voyage of discovery will continue and that you will often feel, "Like some watcher of the skies when a new planet swims into his ken."

May we go a step further now and look at the educated person in relation to his community—the immediate society in which he lives. It seems as though every thoughtful person must recognize the challenge of this time. Twice during the lifetime of many of us we have seen the youth of this, and other, nations go forth to meet the challenge. And the great wonder remains that so many people seem willing to die for their ideals and their country and yet so few seem willing to live for them. Some young people with whom I have discussed this say that they are willing to live for their country but they don't quite know how. Perhaps the great appeal of totalitarianism is that it tells people how. Youths are mustered and paraded and ordered what to do. What have we in democracy to offer as a "Moral equivalent" of this militarism?

The other evening I walked along the street with a young R.C.A.F. sergeant who had just returned from four years service overseas. He said to me, "It is good to walk on Canadian soil. It makes you want to do something about it." I am hopeful about the ideals of our youth. They really want, "to do something about it." But what shall we tell them to do? Well, one thing the educated

person can do is to meet his obligations. He can start where he is and do well the things he knows he ought to do. This sounds too easy and simple, I know; but, believe me, many of us fall down in our duty because we do not do the little and simple things as well as we might and as well as we know we could and should do them.

Do you remember the parable of the talents? To some were given many talents and to some few. Some hid them away and did not use them but to one, even though he had few, came the commendation, "Well done thou good servant because thou hast been faithful in very little..." Is it not a mark of the truly educated person that he uses whatever talents and abilities he has? He is faithful in even the very little. Young people to-day, as in every day, are faced with many personal problems—problems of vocation and adjustment, problems of marriage and a home. These are real problems and I hope that you individually will be happy in finding satisfactory solutions to them; but no problem is greater than that of using to the best of your abilities the personal talents you have been given. "Do the duty which lies nearest which thou knowest to be a duty," and "whatsoever thy hand findeth to do, do it with thy might."

Finally, what is the educated person's relation to the whole world? Surely no lesson of our day is clearer than that this is one world. The educated person should be the first to proclaim and to live out his world citizenship. Prof. Conklin, biologist of Princetown, wrote, "Biology and the Bible agree that God hath made of one blood all nations of men." The false Nazi doctrine that there are permanently inferior and superior races has no foundation in true religion or in true science and we who call ourselves educated should say it often.

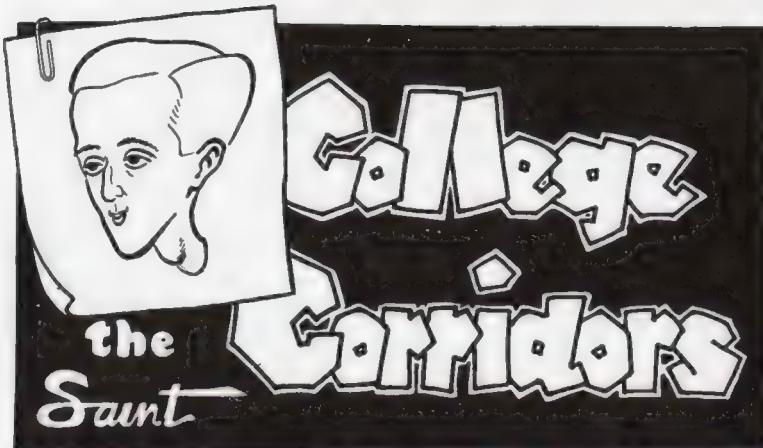
In the middle of the last Great War, Mr. H. G. Wells wrote some terribly prophetic words which I would like to quote. I think that they should be burned into the consciences of all of us at this time. Mr. Wells wrote:

"The thought of war will sit like a giant over all human affairs for the next twenty years. It will say to all of us: 'Set your house in order; if you squabble among yourselves, waste time, litigate, muddle, snatch profits and shirk obligations, I will certainly come again. I have taken all your young men between 18 and 50, and killed and maimed such as I please, millions of them. I have wasted your substance contemptuously. Now you have multitudes of male children between the ages of nine and nineteen running about among you. And behind them come millions of babies. But go on muddling, each for himself and his parish

and his family, and none for all the world: go on in the old way, stick to your claims, each one of you, make no concessions and no sacrifices, obstruct, waste, squable, and presently I will come again and take all that fresh harvest of life, and squeeze it into a red jam between my fingers and mix it with the mud of the trenches and feast on it before your eyes!" " So wrote H. G. Wells in 1918.

Well we, in our day, have actually seen this come to pass. Will it happen yet again? I truly wish that all graduating classes this spring, and in fact youth everywhere might dedicate themselves, before God, to the most solemn task of seeing that it must not.

At Harvard University there is a gate which has engraved on the outside these words "Enter to grow in wisdom." As one goes out of the gate he sees on it the admonition that I would like you to consider my message to you to-day; "Go forth" — it says, "Go forth to serve thy country and mankind."



*They face the world with calm untroubled eyes,
The trail of life for them no terrors hold;
What's past becomes an echo of the sighs
Whose memories are cherished as of gold.*

* * *

*Young men, they look not at the happiness that's gone,
But rather at the future that is near;
They see ahead a clear, unclouded dawn
To quell the rising shadows of their fear.*

* * *

*For these are men whose destiny is cast
To guide us from a foolish holocaust.*

The year '44-'45 passes on and with it tender memories that the 'grad' alone can feel....he does not think of troubles that are past....his memories are for friendships now unreal....the lab, the gym, the trough are legends that are fading all too fast....

He hopes always to think about this place....where he, a lowly freshman, made his start....but inwardly he knows the quickening vibrant pace....of life will trample on the imprint in his heart....

To think about the lectures that he skipped....will bring a pang of sorrow to his thought....for every moment he so rashly clipped....had lessened then the guidance that he sought....

The letters he has added to his name....are the same as any other student gets....but the place from where those little letters came....will guide him on through life with no regrets....

To search for future conquest is his aim....'a footprint on the sands of time' his goal....but whatever glory he will gather, or what fame....the Georgian Way will lead into his soul....

SIR GEORGE WILLIAMS

By Gordon C. Donaldson

—•••—

As a very old timer wandering around Sir George Williams College and one who has watched the phenomenal growth of this grand institution, I feel that a little reminiscing on my part might be of interest to my fellow graduates.

In looking over a collection of ancient paper folders of mine, I spotted one in particular announcing the first course to be given in Biology. That was in the year 1926. If I remember correctly, the class was limited to six students, and conducted under the leadership of our beloved Dean.

Somehow or other we managed to procure a very derelict and apparently abandoned cat, which by the means of a generous overdose of chloroform accomplished the desired result of euthanasia so important to the pursuit of scientific investigation and personal safety.

This happened during the year of Montreal's Typhoid Fever epidemic and all citizens were advised to be inoculated. I recall how interested we were on the subject of Biology, notwithstanding the fact that most of the class including the Dean had been needled that afternoon, we all appeared for the evening lecture. It is also quite true that three of our students "passed-out" from the effects of the antitoxin, but were quickly revived. The Dean, however, made of stronger stuff than his audience carried on lecturing to a foggy but still interested group.

From a modest start of probably ten classrooms, a laboratory and a small portion of the Y.M.C.A. library reserved for college use, we view with pride the present college with its 40 classrooms, half a dozen laboratories, and our own greatly enlarged library.

In these years, many fine friendships were made; but here a note of sadness creeps in, for some of our fine boys having admirably served their country in its time of need have passed to their reward. Their memory remains as an added incentive to us and future graduates to be worthy of those high standards and the traditions for which they died.

To the graduating class I might add that in few institutions of learning will he or she find the comradeship that exists between professor and pupil. How often, have we noticed students waiting to interview the Dean, Dr. Norris, Professor Thompson or our har-

rassed Registrar, Professor Clarke. On many occasions these students wanted advice on personal matters which was gladly given with their usual tact and judgement.

One of the students mentioned to me that he had asked to have an interview with his class professor whom he had only known as his instructor. To quote his own words, "I found him most charming and was quite at ease in his presence."

That fellow graduates is the reason why the growth of S.G.W. has surprised even the fondest dreams of the optimist: it is the ever burning light of the Georgian spirit.

M N E M O N I C

By Carolyn B. Archer

Just one thing more, before you leave College. You have studied, you have played and you have laughed here. Perhaps, when you failed some exams, you have even cried here. But before you go, I want to take you back for just one last look at all you've done at Sir George in the years you spent within its walls. Most of you have been here for at least four years. Some of you (I refer to the Evening Students, of course) have been here much longer. Every one of you has been in the unique position of witnessing the development of a College.

You may have forgotten what Sir George was like in those dim days when you entered its portals as a "Freshman". All you remember now is that you can still smell the Y.M.C.A. swimming pool when you come into the building. You may have forgotten the happy days when the ratio of men to women in the College was 4:1. Perhaps you remember only that you have to plough through a sea of faces to get to your lectures. But there is a host of things you cannot have forgotten — the first productions of "Georgiantics", the inauguration of the Georgian as a weekly paper, the founding of the Student's Council, the formation of the War Council, the first Graduates' Tea and so on. I know you couldn't have attended all these functions. You may not even have attended any. But you were in the College when they were going on. They were part of your college life, just the same.

And, of course, I could take you back over the academic road. Take you back into a crowded science lecture room the time you fell asleep during a lecture on the place of the individual in the community — or to the Chemistry lab on the occasion your partner let the cork fly off the bottle of chlorine he was cooking — or the night you looked expectantly down the microscope at what turned out to be an air bubble.

Yes, I could remind you of the jokes the professors used to tell you, but surely you don't want to hear those again. I will never need to remind you of the friendliness, the spirit of good fellowship and understanding that existed between you and your professors. That is one of the unforgettable things of Sir George.

Neither do I have to remind you of the "Georgian Spirit", that indefinable element that makes Sir Williams College what it is — a progressive institution of learning. Here, you have seen traditions in the making. You have seen ideals materialise and dreams come

true. You have formed part of a College with its face set, not to the past, but to the future.

Perhaps fifty years from now, you will return to Sir George remembering far more about your undergraduate years than you do at the moment. You will proudly enter the beautiful building housing the College and will probably lose your way in the expanse of space, because you were so used to the huddle on the third floor landing. But as you look around at the great wide halls and the beautiful lecture rooms, you will pluck an undergraduate by the sleeve and say in your quavering voice, "My boy, I remember this College when it was in an old building on Drummond Street, with small pokey classrooms and crowded corridors. Those were the days!" Yes, you will find everything different. The progressive Georgians of 1995 will probably have changed the names of the student societies and will undoubtedly have amended their constitutions beyond recognition. There will be courses on the curriculum of which you never even dreamed.

But of one thing you may be sure, the spirit will be the same. The spirit will not have changed—that spirit of comradeship, of progress and of happiness which is the foundation and inspiration of the College.





SETTING OUT

We're setting out towards the open sea,
Leaving the well-loved Harbour far behind;
Nor are we now protected in its lee
From Life's harsh winds, so stormy and unkind.

The far Horizon calls us to progress,
And ripe Adventure beckons o'er the sea;
Thus are we filled with hope, and eagerness
To pit our strength 'gainst all Eternity.

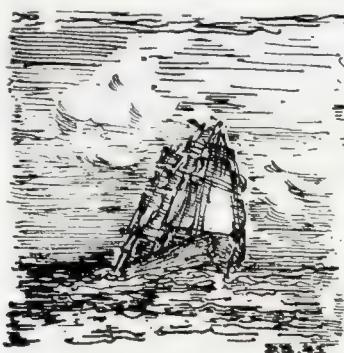
The waves will often smite our tiny Shell,
'Til scarce it seems to traverse o'er the tide;
'Twill oft be hard to keep an even keel
When jagged Reefs scrape hard along our side.

But though our Home Port can no longer shield
From unkind buffets and harsh knocks of Fate,
We can gain power from Knowledge there revealed,
And utilize it well both soon and late.

The vivid hues of Far-away may fade,
Adventure's call be stilled by too much strife,
But all the friendships that we Here have made
Will strengthen us upon the Sea of Life.

C. F. STANNARD

Mar. 25, 1945.





"Seen in Passing"...

By *Proxy*.

"Shorty" Burnett ambling beneath the "Hoop" . . . Murray Fainer's nose broken again . . . Lance Hudson, "Georgian" ace of 1943-4 whistling at the corner of Stanley and St. Catherine . . .

"Pete" Holland all worked up at practice in the gym . . . Basketball or "Battery-Men" Wednesday nites? Who knows? . . . October 31st, 1944 . . . What ! ! ! No Sports Mirror? . . . "Sarge" Abe Robbins tallying the first score and nabbing the initial penalty in the Y.M.C.A. House League opener . . .

"Pro" Fainer heading for Valleyfield . . . Wasserman . . . "Gdoo" Rosenfeld, Charles Nichols, Nicoli and two ballerinas all under one blanket at the football game . . .

November 28th, 1944, Our Mirror has ceased to slink on the back page . . . Now on page 3 . . . The unwieldy Carnival Committee . . . four people doing all the talking . . . forty just listening . . . The "Snooker" students doing a lot of practising for the mid-term . . . Come on, "Gdoo", you're going to flunk . . .

Murray Fainer playing good ball for the "Artsmen" . . . but so futile . . . January 9th, 1945 . . . No Mirror ! ! ! Nicoli's coping cribs for the mid-term . . . Brother Birchfield heading for the ball and losing his trunks . . . "Oh ! Say ! Can you ski?" with apologies . . . Charles Nichols wading up the hill . . . at the Carnival . . . each step was misery he says . . . Things apparently went past so fast there was no "Seen in Passing" Carnival Week . . .

February 20th, 1945 . . . We're on the back page again . . . We didn't do it ! ! ! . . . Good things come in small parcels . . . Witness Glen Wood . . . the floor disappears under his feet . . . in more ways than one . . . "Margie" created this last while "Sadie" had Nicoli out on a spree . . .

The new yell with music and lyrics by Murray Fainer puts forth it's first appearance... Nicoli seeing the game from the bleachers... he loved it...

A fitting end to "Seen in Passing" and "Sports Mirror" ... The Georgians on their way to St. Catherines... Good Luck to them...

THE GEORGIAN BASKETBALL TEAM

by STEVE ARMSTRONG

As a member of the Georgian team for the past five years, I have been asked to contribute an article about this year's outstanding team.

The adjective 'outstanding' is an appropriate one for the following reasons: For the first time in college history, our team has won the championship of the Senior Section of the Montreal Basketball League, and also are officially the champions of the Ottawa Valley, Quebec and Maritime districts.

Newspapers reporters have nicknamed our team the "unpredictable Georgians". Due to spotty early season performance, our boys finished the playing schedule with a lowly three victories to our credit. By good fortune we were included in the play-offs and from this point on the term "unpredictable Georgians" was certainly an apt one.

Our first competitor in the play-offs was the strong McGill quintette who had beaten us twice during the regular season. We scored one of our "upset" victories by winning 59-56 in a two game total point series. To prove that this was no "fluke" our boys scored the greatest local basketball upset in years by beating the league leading Combines, two games to one in a series that still lives vividly in our minds. These victories have given us the Montreal Basketball League Championship.

As representatives of the province, our next series was against the Ottawa Valley champions. In a home and home series they were defeated 64-52. Our next opponents, the Maritime Champions, Halifax, despite current transportation difficulties, came to Montreal and lost both their games giving us the series by a wide margin.

The play-off scene then shifted to St. Catharines, Ontario, where the Maroon and Gold engaged the Merriton-Hayes Hellcats, last year's Dominion titleholders, in a best two-out-of-three series. Our team was badly riddled with absences for this series. Through the combination of military transfers and pressure of work, Hudson,

Bardsley, Elo, and Simms were not available for these, our most critical cage encounters. Credico, a guard, could attend for only part of the games. Coach Willie Woo, attempting to fill the gap recruited two Combine players, Dave Greenberg and Moe Etcovitch. Unfortunately, we were still too weak due to lack of substitutes and dropped the series in two straight games.

What factors were responsible for the above achievements? First, a fine team spirit built up until now there exists a very close bond of friendship uniting our group. Secondly, the ability to fight, fight, fight, a characteristic of all Georgian teams which in previous years led to Intermediate M.B.L. championships. Finally, the practices which have continually stretched beyond the midnight hour.

I would like to close this article with a thumb nail sketch of the team's players. *Coach Willie Woo*, was well qualified for this position, having had fifteen years experience coaching teams in China and Canada. *George Bishop*, Manager, ably mothered the players. *Glen Wood*, captain, was the best dribbler and most elusive player on the squad. *Steve Armstrong*, guard, has been with the team for the past five years. *Norm Burnette*, centre, a former University of British Columbia player. *Nick Credico*, guard, has been with the team for the past two seasons. *Don Holden*, guard, Toronto's contribution to the Georgians. *Lance Hudson*, forward, a one hand artist from Vancouver. *Tommy Elo*, forward, dangerous pivot shot. *Dave Greenberg*, forward, was the league's leading scorer. *Al Simms*, forward, our best utility man.

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APOLOGY FOR SURREALISM

Never in the history of the Arts has there arisen such a controversy as that on the validity and significance of surrealism —— a new form of expression in art. The general opinion held by those intellectuals who are considered as the "Arts Elite" is that surrealism is abnormal, degenerate and revolutionary. I do not disagree that this new phase is revolutionary and seemingly abnormal, for it strives to dissociate itself from the conventional forms of classicism and romanticism. These two modes of expression are closely knit to the economic and hence social structures prevalent today, so that they represent the need of order, proportion, equilibrium and harmony. But these present boundaries are too confining for the surrealist. When he is inspired, and inspiration is the necessary attribute of all creative art, he attempts to express himself without the hindrance of rationalizing — as is invariably demanded by convention.

No one has yet attempted to explore the inner feelings and emotions of man, concealed in the complex patterns of behaviour which have evolved through the ages. Here is where the surrealist is unique, for he has striven to delve below the surface and present his impressions.

All art is the reflection of the life of its time, and in this present age of conflicts, isms, persecution, economic exploitation and an immense mass of struggling forces, all attempting to transcend the rest, it is little wonder that this confusion should persuade artists to attempt an explanation, — an interpretation in some form of art conducive to this confused age. But it could only be thoroughly accomplished through surrealism.

Surrealism also allows for the individual's attempt to sublimate the repressed energies and needs as explained by Freud. The necessity of rationalization has been removed and the inspiration is allowed full play through the medium of the arts. This does not mean that surrealists are decadent and lack reason, as charged by many a vandal of the movement. They apply psychology to their art which, when misinterpreted, unfortunately gives their work a loss of meaning and causes it to become vague or, at worst, obscure.

I do not profess to know the moral aims of this new school of art, but I believe that it tends to explore new fields of thought never before attempted. With this aim in view, surrealism should gradually become recognized as a definite mode of expression, holding an honorable position in the realm of Arts.

M. ALLAN FAINER